

The background features several large, overlapping, curved shapes in light green, light blue, and light purple. Scattered throughout are numerous small, yellow, triangular shapes, some pointing upwards and others downwards, creating a dynamic and celebratory feel.

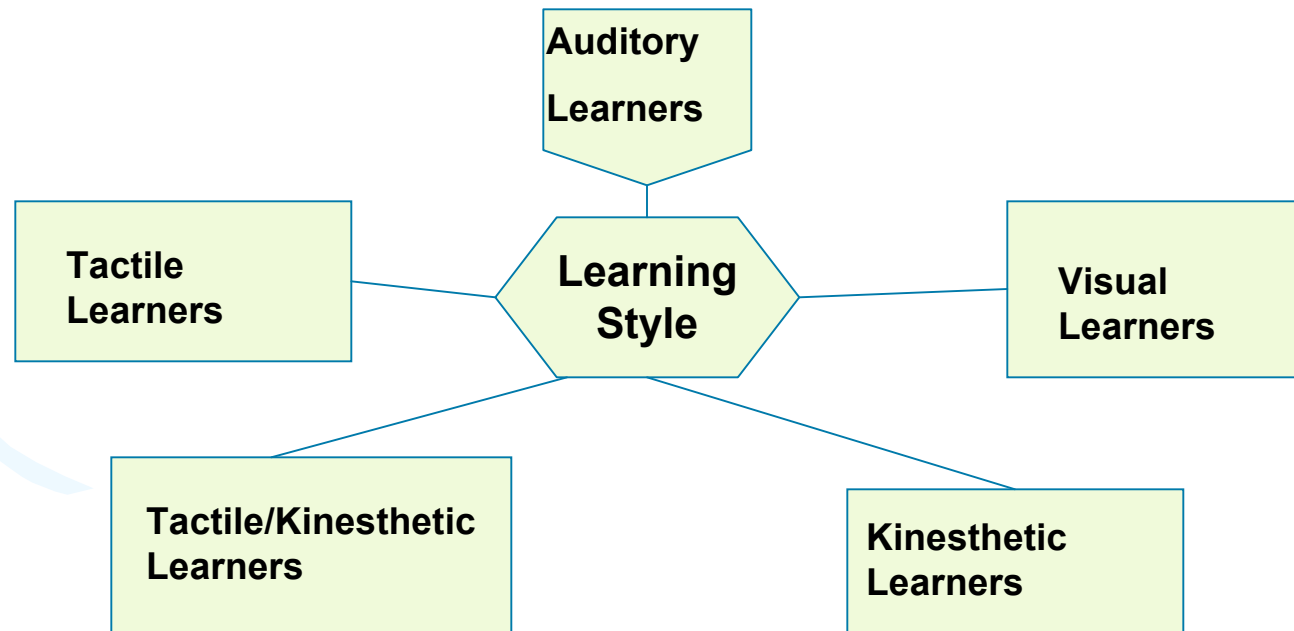
# **Learning Profiles in the Classroom *A Step Further: Connecting to Technology***

**Enhancing Education Through Technology Grant**

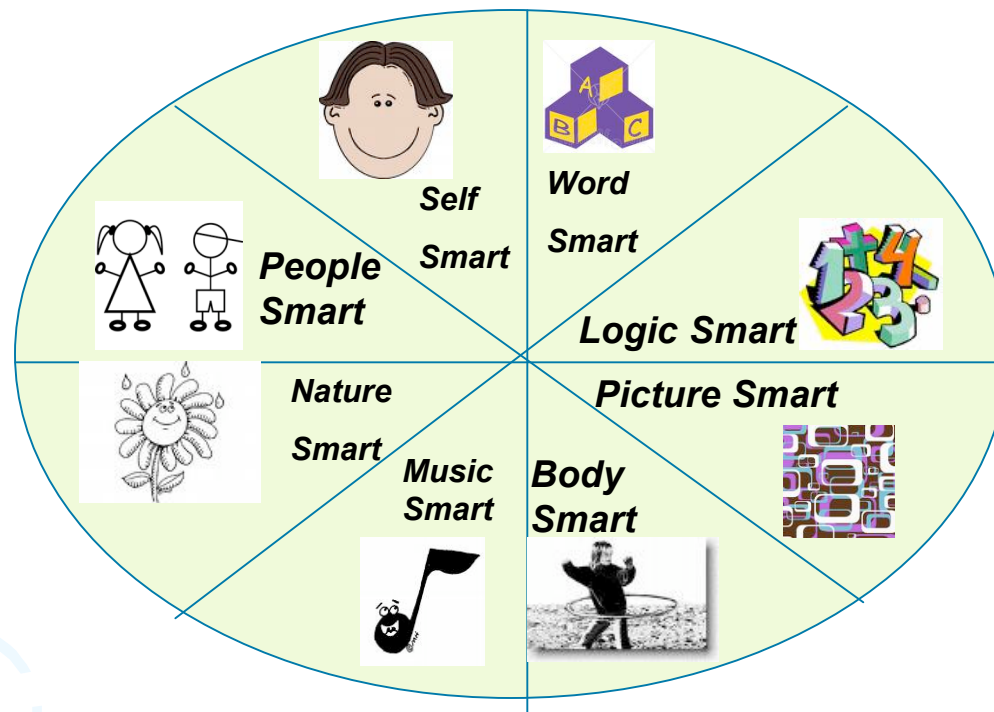
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# Learning Styles and Strengths



# Multiple Intelligences: *How are you smart?*





## Rubric for using learning profiles in the classroom

Non-use	<i><b>Beginning</b></i>	Routine	Refined
No attempts made to identify the uniqueness of learners	<i><b>Students' learning styles and multiple intelligences are explored</b></i>	Provides a variety of assessment and instructional practices to routinely respect student learning styles	Through reflection and conferences with students, builds on and sets goals with students that consider the student's uniqueness.



***Document Camera***

Promethium Boards

# **Use technology to provide options that fit different learning styles**

***Computer***

***Active Expressions***

***Audio Books***

***Video Cameras—Flip Camera***



## ***Using Computers to tap into Visual-Auditory-Tactile/Kinesthetic learning styles***

Visual	Auditory	Tactile/Kinesthetic
<p>Provides easy access to pictures, images, graphic organizers, mind-maps, concept maps, videos.</p> <p>Encourages artistic expression</p> <p>Access to world of words</p> <ul style="list-style-type: none"><li>• Word processing</li><li>• Inspirations</li><li>• Power Point</li><li>• U Tube</li><li>• Email</li></ul>	<p>Communicate with people around the world about ideas</p> <p>Free translation software allows for dialogue around the world.</p> <p>Listening to music—period music.</p> <ul style="list-style-type: none"><li>• Textbooks on the web</li><li>• Skype</li></ul>	<p>Touching the keyboard helps input and remember the information.</p> <p>Use of body activity (force/sense of touch)—</p> <ul style="list-style-type: none"><li>• Document Camera—input/demonstrate students' written work.</li><li>• Using the mouse/keyboard accesses the kinesthetic/tactile receptors in the brain</li><li>• Tutorials on the web.</li></ul>



## ***Other technology appropriate for Language Arts that taps into Learning Styles***

- *Animation programs—visual, kinesthetic*
- *Clip Art Programs--visual*
- *Computer-aided visualizations*
- *Digital cameras—kinesthetic and visual*
- *Active Expression---kinesthetic*
- *Promethium boards—kinesthetic, visual and auditory*
- *Audio and video taping—auditory*
- *Multimedia (combine video, sound, text, graphics)—engages all learning style.*



# **Implement Strategies that Support Learning Differences for all:**

- **No one technology is suited for all students and all curricula.**
- **Auditory learners are the only students who excel in lecture based learning.**
- **Add alternatives to current assignments**
- **Use all the technology you have been introduced to in this class and more students will be more successful.**





# Lesson Plan Analysis

## Differentiation & Student Engagement

- Lesson provides several learning options (different paths to learning) which help students take in information and make sense of concepts and skills.
- Access to a variety of materials which target different learning preferences/reading abilities.
- ***Activities that target auditory, visual and kinesthetic learners***
- Stations for inquiry-based, independent learning activities
- Create activities that vary in level of complexity and degree of abstract thinking required.
- Flexible grouping to group and regroup students based on factors including content, ability and assessment results.
- Choice of projects that reflect a variety of learning styles and interests
- Multiple ways to demonstrate what they know.
- Active participants in setting their own educational goals, managing learning and assess their own progress.



*Push me! See how far I go!*

*Work me 'til I drop. Then pick me up.*

*Open a door, and then make me run to it before  
it closes.*



*Teach me so that I might learn,*

*Then let me enter the tunnel of experience  
alone.*

*And when, near the end,*

*I turn to see you beginning another's journey.*

*I shall smile.*



*Kathleen, age 14*